

2010
4th Year Professional Experience Workbook
Years 3 – 6 and Years 7 - 9
Bachelor of Education (K-12 Middle Schooling)



Professional Experience Office
Murray School of Education
Charles Sturt University
PO Box 789
ALBURY NSW 2640

Fax: (02) 6051 9424
<http://www.csu.edu.au/faculty/educat/murrayed/>

Dates:

PRIMARY PLACEMENT & SECONDARY PLACEMENT

Victoria & NSW	16 August to 17 September 2010 Report due 24 September 2010
-------------------	--

or

Victoria & NSW	11 October to 12 November 2010 Report due 19 November 2010
-------------------	---

Contact Details:

If you have any queries please contact the Professional Experience Office:

Liisa Uusimaki

Faculty Professional Experience Director

Phone: 02 6051 9427

Email: luusimak@csu.edu.au

Fax: 6051 9424

Rebecca Gransden

Professional Experience Administrator

Phone: 02 6051 9404

Email: peoffice@csu.edu.au

Fax: 6051 9424

Professional Experience Office
Murray School of Education
Charles Sturt University
PO Box 789
ALBURY NSW 2640

<http://www.csu.edu.au/faculty/educat/pep/>

Table of Contents

Introduction	1
Defining the terms	1
Pre-service Teacher.....	1
Associate Teacher	2
Mentor.....	2
Professional Experience Liaison Officer	2
Professional Experience Office.....	2
Professional Experience.....	3
Middle Schooling Studies	3
Course Structure	3
Roles and responsibilities	4
Pre-service teacher	4
Associate teacher.....	4
Mentor.....	5
Professional Experience Liaison Officer	5
Professional Experience Office.....	5
Background Information	6
Professional Experience Tasks	7
Support plan for pre-service teachers at risk	8
Developmental Support Plan	9
Consequences of failure	10
Accident Insurance	10
Attendance	10
Report	10

Introduction

This professional experience placement marks a very significant point in a teacher's course of professional education. It acknowledges the progress that the pre-service teacher has already made, the knowledge gained through academic study and competence already demonstrated during professional experience. This placement provides pre-service teachers with the opportunity to grow as professionals, by placing them in a challenging and exciting school environment, supported by skilled, experienced and nurturing staff. Here pre-service teachers are welcomed as colleagues, and share the varied experiences of teaching over an extended period of time. This is a time of consolidation, growth and sharing which lays a strong foundation for continuing professional development.

Members of the Murray School of Education at Charles Sturt University (Albury Campus) are very conscious of the importance of this experience, and value the privilege of working as a team with teachers and schools. We appreciate the harmonious relationship which has developed over time with schools and seek to develop it further.

We thank all those involved in this professional experience placement for their valuable assistance. We know that pre-service teachers benefit from their time in schools.

We also trust that you will derive personal and professional satisfaction from your involvement

in this particular internship and placement program.

Defining the terms

For those participating in this professional experience the following terms will apply:

Pre-service Teacher

Is in their final year at Charles Sturt University, Murray School of Education student undertaking the professional experience with your school.

It is important that the pre-service teacher is perceived as a teacher and not as a student from the outset. This perception is important for the pre-service teacher to ensure that they view themselves as teachers and the responsibilities that are associated with the term.

It is also important for the students in the school to perceive the pre-service teacher as having this status.

Professional Experience

For pre-service teachers undertaking this placement in Victorian schools this placement is still called a Professional Experience because the pre-service teacher is expected to take full control of a class of students but the associate teacher or mentor remains responsible for the class.

Associate Teacher

The associate teacher is the teacher whose class the pre-service teacher is working. In NSW primary schools this will be the teacher responsible for undertaking the professional development opportunity. This teacher will have a supervisory role with the pre-service teacher during the initial week of the professional experience before the pre-service teacher takes full responsibility for the class.

Mentor

The mentor is the person who supports the pre-service teacher during the professional experience in a NSW primary school and is involved in completing the stages of the report form.

In Victoria schools this role is usually carried out by the associate teacher because of the requirements of supervision.

Professional Experience Liaison Officer

Is the person appointed by the university as a support person and as a link to the university for the pre-service teacher, the associate teacher and the mentor.

Professional Experience Office

Is the link organisation that works with academic staff of the university, schools and services, pre-service teachers, associate teachers and mentors, as well as the community, to ensure the best possible learning environments for professional experience.

Course Structure

Session	Professional Experience	Middle Schooling Studies		Specialist Curriculum Area Choose Either MTH;LIT;ITC			Second Specialist Curriculum Area Choose from either MTH, LIT, ITC or GEO	Curriculum Content Pedagogy	
Autumn 1 40		EED114 Transitions in Middle Schooling		MTH101 Computer Aided Mathematics 1 with Applications	LIT107 English Literature 1	ITC161 Introduction to Information Technology	MTH101 or Lit 107 or ITC161 or GEO105 Australian Environments or ITC125 or HST101 Contemporary World 1 or ITC125 Intro to the Information Super Highway	EMA301 Creative Arts in the Primary School	
Spring 2 70				MTH102 Computer Aided Mathematics 2 with Applications	LIT222 Contemporary Children's Text	ITC242 Introduction to Data Communication	MTH102 or LIT222 or ITC242 or PKM160 Natural Resource Management or HST102 Contemporary World2 ITC129 Fundamentals of Programming using Java	ESL201 Literacy Studies in the Primary School	EMM206 Mathematics in the Primary School
Autumn 3 40	EPT204 Professional Experience 3; K/P- 2		EED305 Learning Motivation and Schooling	EMM291 Mathematics in Secondary Schools and/or					
				EMT293 Technology in Secondary Schools and/or					
				EML293: English in Secondary Schools: and/or					
				EMH291 Society & Environment in Secondary School; and/or					
Spring 4 70	EPT208 Middle Schooling Pedagogy in Practice	EED214 Identity Relationships and Education		ESC413 Web Pedagogies				ESS303 Advanced Studies in Literacy and Numeracy	EMS301 Science and Technology in the Primary School
Autumn 5 40			ESS314 Education and Diversity in Middle Schooling	MTH203 Numerical Methods	LIT214 Australian Literature	ITC106 Programming Principles	MTH203 or LIT214 or ITC106 or GEO164 Earth System Processes or ITC216 Online Multimedia or HST201 Colonial Aust History	EMH408 Society and the Environment in the Primary School	
Spring 6 40	EPT310 Professional Experience in Community and Culture	EED314 Schools, Communities and Adolescent Perspectives		MTH218 Multivariable Calculus	LIT316 Children's Fiction	ITC114 Database Management Systems	MTH218 or LI316 or ITC114 or SPA115 Principles of Geographic Information Systems or ITC215 Modelling for Decision Support or HST204 Twentieth Australia Hist		
Autumn 7 40		EER407 The Reflective Educator		MTH219 Linear Algebra	LIT221 Creative Writing	ITC105 Communication & Information		EMR407 PD/Health/PE in the Primary School	ESS418 Advanced Studies in Literacy and Numeracy 2
Spring 8 40	EPT412 Extended Professional Experience: K/P-12	EED324 Schools Facilitating Adolescence Advocacy and Agency						EEE314 Assessment and Reporting	

Roles and responsibilities

Pre-service teacher

Prior to placement

Contact Professional Experience Liaison Officer

Contact the school and gain information about

- School organisation
- Policies and procedures of school
- Dress Code of school
- Role of the school in community
- Details of class or students
- Teaching programs

During placement

- Develop personal competencies
- Keep up to date with required documentation
- Ensure all paperwork is up to date and viewed by mentor or associate teacher regularly
- Arrive at school promptly and prepared
- Ensure any resources needed are located prior to lessons
- Arrange time for discussion with mentor or associate teacher
- Abide by the policies of the school

As a staff member

- Be regarded as a temporary staff member and observe the same conditions as teachers
- Remain at the school during prescribed hours
- Abide by the regulations of the school
- Assist with general school activities

Completion of placement

- Ensure attendance sheet and report form are completed and signed
- Leave original Report Form with mentor or associate teacher

Associate teacher

Prior to placement

Provide information to pre-service teacher about

- The school's policies and procedures
- Setting and background interest of students at the school
- Available resources
- Hours of work and duties expected
- Any extra curricular involvement

During placement

- Provide information and resources to enable the pre-service teacher to meet the requirements of the placement.
- Permit the pre-service teacher to take full control of the classroom
- Support the pre-service teacher and mentor as required

Mentor

Prior to placement

- Be familiar with Associate Teacher's classroom programs

During placement

- Assist the pre-service teacher in developing their personal competencies
- Provide time to support the pre-service teacher's learning and give feedback on tasks.
- Communicate openly and honestly with the pre-service teacher and professional experience liaison officer.
- Adhere to correct procedures for placing pre-service teacher At Risk of failing placement
- Review the report form regularly with the pre-service teacher.
- Assess the pre-service teacher

Completion of placement

- Complete report and send it to the Professional Experience Office with appropriate payment claim forms

Professional Experience Liaison Officer

Prior to placement

- Attend a meeting at the Professional Experience Office
- Become familiar with the school hosting the pre-service teacher

During placement

- Contact pre-service teacher, associate teacher and/or mentor at the time the pre-service teacher has notified you as being a suitable time.
- Support the pre-service teacher, associate teacher and/or mentor with any issues that arise during the professional experience (including placing pre-service teacher At Risk if placement is not going well).
- Ensure the associate teacher and/or mentor is/are comfortable with the completion of the Report Form and all other paper work.

Completion of placement

- Attend a meeting at the Professional Experience Office

Professional Experience Office

Prior to placement

- Organise placements for pre-service teachers in schools
- Advise and send out appropriate paperwork to schools and pre-service teachers
- Allocate professional experience liaison officers to pre-service teachers
- Host meeting with professional experience liaison officers

During placement

- Be a central contact point for associate teachers and/or mentors, pre-service teachers and professional experience liaison officers in case of any issues

Completion of placement

- Receive in all report forms
- Arrange payment for associate teachers and/or mentors and professional experience liaison officers
- Host evaluation meeting with professional experience liaison officers

Background Information

Pre-service teachers in the final year of their course will work for five weeks in a school setting with years 3 – 6 and five weeks in a school setting for years 7 – 9. This experience is expected to provide a realistic opportunity to reflect on the work of a teacher within contexts appropriate to students of all ages. During this experience, pre-service teachers will be members of staff in this setting, and will be responsible for children with whom they will work as a teacher. Pre-service teachers will reflect on their developing profile as a teacher and evaluate the contribution of this extended experience to their professional growth.

Upon successful completion of this subject, pre-service teachers should have:

- Participated within two settings as a full-time member of staff;
- Extended and refined their individual teaching and classroom management styles in order to make explicit their practice of teaching
- Developed their approach to being a professional educator of students in a school
- Critically reflected on issues of policy and curriculum; and
- Evaluated the contribution of this extended experience to their professional development.

The subject will cover the following topics:

The subject will provide pre-service teachers in their final year with a realistic teaching experience in a school. The professional experience is designed to allow the pre-service teacher to demonstrate competence across settings that meet the educational needs of students in a range of age groups.

Pre-service teachers will be expected to demonstrate levels of beginning teacher competency in all aspects of the professional experience.

The pre-service teachers have had the following prior experiences

- 20 supervised days in a school setting with K/P to Year 2
- 10 supervised days in a school setting with Years 3 to 6
- 10 supervised days in a school setting with Years 7 to 9
- 15 supervised days in a school setting with Years 7 to 12
- 15 days in a diverse setting with students aged 6 – 18 years

Pre-service teachers undertaking this final placement will have completed all core subjects in the degree. It is important to understand that these pre-service teachers have already completed all the studies needed to be an effective teacher, and with some support should be able to demonstrate this satisfactorily and demonstrate their capacity to operate independently as professionals.

At the completion of this professional experience, these pre-service teachers have completed all the requirements of their university degree. In practical terms, these pre-service teachers are fully qualified.

Many of these pre-service teachers actually start casual relief teaching immediately after this placement.

Professional Experience Tasks

General

At the conclusion of this internship/professional experience the pre-service teacher will have achieved all the competencies required to be a teacher and this should be reflected in the report. An inability to show evidence of achieving any competencies will be grounds for failing.

Identified competencies

In addition to the general areas of competence, each student is required to identify four individual competencies specific to this professional experience which should be negotiated with the associate teacher/mentor. The strategies for achieving the identified competencies should be stated in a clear and practical form.

These identified competencies will reflect the competencies that the pre-service teacher and the associate teacher/mentor feel are important. For example, a pre-service teacher may have been provided with feedback on previous professional experiences about his/her ability to produce clear, concise lesson plans. Thus it might be an appropriate identified competency for the pre-service teacher to continue developing their lesson planning. Also the school may have some area that the pre-service teacher could access to increase their learning or awareness of during the professional experience.

Whilst reviewing the report these identified competencies should be considered to ensure that adequate progress is being made by the pre-service teacher.

The Professional Development Plan

This should be devised by the pre-service teacher, and the associate teacher/mentor. It should show evidence of strategies employed to achieve the areas of general and identified competencies. The plan should be developed during the first week of the professional experience and be reviewed regularly.

Reflection

Pre-service teachers are expected to think and write about their own learning during the professional experience. Before they assume full control of the learning environment, it is suggested that pre-service teachers spend some time reflecting on their teaching and learning and writing in their journal.

Regular meetings with their associate teacher/mentor can provide an excellent opportunity to discuss some of these reflections. Talking about these ideas with an experienced educator enriches the learning opportunities.

Support plan for pre-service teachers at risk

These are the basic guidelines for supporting a pre-service teacher who is *At Risk* of failing to satisfactorily complete all the professional experience requirements.

1. The associate teacher/mentor should advise the professional experience liaison officer as early as possible that the pre-service teacher is experiencing difficulties.
2. The associate teacher/mentor, the professional experience liaison officer and the pre-service teacher should meet and discuss the situation.
3. The associate teacher/mentor, the professional experience liaison officer and the pre-service teacher should complete the Developmental Support Plan proforma
4. Fax the completed proforma to the Professional Experience Office on (02) 60619424
5. The associate teacher/mentor and the professional experience liaison officer support the pre-service teacher to achieve the desired outcomes from the professional experience.
6. The professional experience liaison officer should keep in touch with the associate teacher/mentor and the pre-service teacher to ensure the progress is satisfactory.
7. If the pre-service teacher continues to experience difficulties that warrant further action prior to the conclusion of the professional experience, the parties involved may agree to
 - a) Relocate the pre-service teacher to another class, or
 - b) Terminate the professional experience

Please note: It is essential that if the pre-service teacher is determined to be “At Risk” then these procedures be followed. It is in the best interest of the pre-service teacher to commence “At Risk” procedures as soon as possible if any concerns are observed.

Developmental Support Plan

To be completed by the associate teacher/mentor, the professional experience liaison officer and the pre-service teacher. Please forward to Professional Experience Office for ratification and signature after expected outcomes have been identified and agreed upon.

AREAS CAUSING CONCERN	ACTION REQUIRED BY PRE-SERVICE TEACHER	SUPPORT PROGRAM FOR PRE-SERVICE TEACHER	TIMELINE FOR SATISFACTORY COMPLETION

Pre-service teacher _____ Signature _____

Associate teacher/Mentor _____ Signature _____

Professional Experience Liaison Officer _____ Signature _____

Principal _____ Signature _____

Professional Experience Coordinator _____ Signature _____

School _____ Date _____

Please fax to the Professional Experience Office (02 6051 9424)

Consequences of failure

Pre-service teachers must be familiar with the University's Exclusion Regulations in the Charles Sturt University's Undergraduate Handbook. <http://www.csu.edu.au/handbook/>.

Failure in this Professional Experience placement may lead to exclusion from the course.

It is recommended that pre-service teachers acquaint themselves immediately with the entire Exclusion Regulations section of the Handbook and make an appointment with the Professional Experience Manager should they require clarification.

Accident Insurance

The following advice has been provided by the Director of the Department of Finance, Division of Financial Services, and Charles Sturt University.

This is to confirm that university pre-service teachers attached to Thurgoona campus are covered for the following insurance whilst they participate in university course-approved work placements, internships and professional experience:

- General and Product Liability Insurance and Professional Liability Insurance with Unimutual Limited under Certificate of Entry Number UL CSU for not less than 10 million dollars
- Personal accident insurance with AFA policy number 5399320
- Car accidents, travelling to or returning from a teaching practice school or service, or transporting school pupils to an organised activity, should be claimed on Third Party Insurance.

Attendance

- Pre-service teachers must attend the full 25 days of placement in **each setting**
- Hours worked should mirror those of the associate teacher/mentor
- Pre-service teachers **must** complete the Attendance Form on the back page of the Report Form and have it signed by the principal of the school.

In the case of illness or misadventure pre-service teachers should notify their associate teacher/mentor before the day begins and arrangements made to make up any missed days.

Report

Reporting for this Professional Experience will involve the associate teacher/mentor, and the pre-service teacher.

It is important that during all discussions between the pre-service teacher and the associate teacher/mentor that the pre-service teacher's personal competencies are constantly referred to and become the basis of all discussion concerning progress.

The Report should be completed by the last day of the professional experience. It is important to ensure that the pre-service teacher and the associate teacher/mentor have signed the report. For auditing purposes, the principal needs to sign the Professional Experience Timesheet (on the final page of the report) before returning to the Professional Experience Office **no later than 24 September 2010 or 19 November 2010** depending on the dates of the professional experience.

PROFESSIONAL EXPERIENCE
Upper Primary / High School Placement

25 day placement
Spring Session 2010

Pre-service Teacher:	School:	
Associate Teacher/Mentor:	Dates of placement:	Year Level:

Professional Experience Report Overview

This report was written at the conclusion of an extended professional experience in which the pre-service teacher had major responsibility for teaching a class in a primary school or classes in a secondary school. The report was prepared by a school-appointed supervisor/mentor.

The overall grade for this pre-service teacher is:

Unsatisfactory <input type="checkbox"/>	Satisfactory <input type="checkbox"/>
---	---

The first section of this report gives a broad indication of the extent to which the pre-service teacher has demonstrated their ability to meet elements of teaching that are closely aligned with the NSW Institute of Teachers' Professional Teaching Standards Framework which are also similar to Victorian standards. However, it must be acknowledged that pre-service teachers have not yet reached beginning teacher status. Therefore, the professional judgements made at the end of the placement should be based on realistic expectations that are appropriate for the final stage of a pre-service teacher's education program. The terms used to indicate the extent to which pre-service teachers have met professional teaching standards should be interpreted as follows:

- **Not achieved** – the pre-service teacher has demonstrated little or no evidence of this aspect during the placement;
- **Working towards** – the pre-service teacher has demonstrated some evidence of this aspect and has shown a willingness to address it further;
- **Achieved** – the pre-service teacher has demonstrated consistent evidence of this aspect; and
- **Going Beyond** – the pre-service teacher has demonstrated consistent evidence and displayed initiative and competence not normally expected at this stage of their learning continuum.

If the pre-service teacher is awarded one '**not achieved**' grade she/he may receive a final grade of Unsatisfactory. Supervisors/Mentors should comment on the circumstances for which a **not achieved** was given.

The second section provides an opportunity for the supervisor/mentor to describe in more detail how particular aspects of professional knowledge, practice and commitment were demonstrated by the intern. This section also provides an opportunity for the pre-service teacher to comment on their learning experience during the placement.

Professional Knowledge

Element 1: Teachers know their subject content and how to teach that content to their students

Aspect					Possible indicators during placement	
1.1 Knowledge of subject content					<ul style="list-style-type: none"> ◆ Demonstrates comprehensive knowledge in appropriate Key Learning Areas ◆ Represents relevant concepts in a variety of modes that are easily accessible to students ◆ Presents content with confidence 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond			
1.2 Knowledge of pedagogy					<ul style="list-style-type: none"> ◆ Applies a range of teaching strategies that are informed and appropriate to students' learning stages ◆ Designs and implements intellectually challenging learning experiences ◆ Engages students in relevant and meaningful learning experiences 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond			
1.3 Knowledge of curriculum requirements					<ul style="list-style-type: none"> ◆ Implements school-based and mandatory policies related to the curriculum ◆ Accesses information about curriculum documents then designs and implements lessons accordingly 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond			
1.4 Knowledge of communication and information technologies (ICT)					<ul style="list-style-type: none"> ◆ Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer) ◆ Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs) ◆ Models and facilitates the use of ICT in classroom practice to enhance pedagogical skills ◆ Uses ICT for administrative purposes (e.g. record keeping, reporting student progress, communicating with parents) 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond			
Element 2: Teachers know their students and how they learn						
2.1 Knowledge of and respect for the diverse backgrounds of students and the effects these factors have on learning					<ul style="list-style-type: none"> ◆ Conveys sensitivity to how diverse student backgrounds affect learning (e.g. social, cultural, ethnic and religious backgrounds) ◆ Designs lessons that identify and address students' prior knowledge, backgrounds and histories ◆ Demonstrates and awareness of the typical stages of students' physical, social, emotional and intellectual development 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond			
2.2 Knowledge of students' varied approaches to learning					<ul style="list-style-type: none"> ◆ Employs a range of strategies that cater for varied student learning styles (eg: VAK, Gardner's multiple intelligences) and mandatory areas ◆ Explicitly addresses the literacy needs of all learners, including ATSI, students with Special Educational needs, LBOTE, and students with challenging behaviours 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond			

Professional Practice				
Element 3: Teachers plan, assess and report for effective learning				
Aspect				Possible indicators during placement
3.1 Planning for teaching and learning				<ul style="list-style-type: none"> ◆ Designs sequenced lessons to develop students' understanding of a concept ◆ Identifies and articulates clear and appropriate learning goals for student needs ◆ Generates lessons that address learning outcomes for appropriate developmental stages ◆ Critiques, selects and uses a range of resources that support syllabus outcomes
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
3.2 Assessing student for learning				<ul style="list-style-type: none"> ◆ Implements a variety of assessment strategies ◆ Records student learning in a detailed, accurate and comprehensive manner ◆ Uses assessment results to provide constructive and timely feedback to students ◆ Uses assessment processes to inform and guide future planning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
3.3 Report student learning				<ul style="list-style-type: none"> ◆ Works collaboratively to inform parents and caregivers of student progress ◆ Produces written documentation that is consistent with school expectations ◆ Demonstrates understanding of systemic (eg DET, CEO) expectations in relation to reporting
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
Element 4: Teachers communicate effectively with their students				
4.1 Effective communication and classroom discussion				<ul style="list-style-type: none"> ◆ Communicates clear directions to students about learning goals ◆ Demonstrates a range of effective questioning techniques to maximise student learning ◆ Listens to students and engages them in classroom conversations ◆ Speaks clearly using appropriate tone, volume & expression ◆ Uses non-verbal forms of communication effectively
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
4.2 Student grouping				<ul style="list-style-type: none"> ◆ Maintains a balance of student group structures, as appropriate, to address teaching and learning goals (e.g. individual, paired, small group and whole class work)
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
4.3 Teaching strategies				<ul style="list-style-type: none"> ◆ Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) ◆ Demonstrates an ability to “read the play” when teaching and adapts lessons accordingly ◆ Models an enthusiastic and positive attitude towards learning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	

Professional Practice (cont)				
Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills				
Aspect				Possible indicators during placement
5.1 Creates an environment of respect and rapport				<ul style="list-style-type: none"> ◆ Demonstrates a variety of approaches to develop and sustain respect and rapport with, and among, all students ◆ Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.2 Establishes a climate where learning is valued and students' ideas are respected				<ul style="list-style-type: none"> ◆ Designs learning experiences that foster student autonomy and initiative ◆ Establishes supportive learning environments where students feel safe to risk full participation ◆ Maintains high expectations of all students relative to their individual stages of development ◆ Demonstrates a capacity to connect with student's prior knowledge & experiences
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.3 Manages classroom activities smoothly and efficiently				<ul style="list-style-type: none"> ◆ Provides students with explicit expectations in relation to the work they are to produce ◆ Demonstrates organisational skills that minimise disruption ◆ Establishes and maintains class routines that foster well-paced lessons and sustained student engagement
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.4 Manages student behaviour and promotes student responsibility for learning				<ul style="list-style-type: none"> ◆ Implements a variety of practical and effective approaches to managing student behaviour ◆ Negotiates roles, responsibilities, class rules and consequences with students ◆ Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.5 Assures the safety of students				<ul style="list-style-type: none"> ◆ Is aware of, and follows, specific requirements for ensuring student safety (e.g. code of conduct, occupational health and safety procedures, duty of care, child protection)
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	

Professional Commitment				
Element 6: Teachers continually improve their professional knowledge and practice				
6.1 Capacity to analyse and reflect on practice				<ul style="list-style-type: none"> ◆ Reflects critically on teaching practice in order to improve it through written evaluations ◆ Engages in professional discussion with colleagues and mentor ◆ Accepts and responds appropriately to critical feedback from colleagues and mentors
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
6.2 Engagement in personal and collegial professional development				<ul style="list-style-type: none"> ◆ Demonstrates an awareness of the professional standards framework and its impact on their professional life ◆ Recognises the importance of personally planning for ongoing professional growth ◆ Actively seeks and participates in opportunities for professional learning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
6.3 Capacity to contribute to a professional community				<ul style="list-style-type: none"> ◆ Participates proactively in school staff meetings and other school initiatives ◆ Interacts positively with school staff and support personnel ◆ Demonstrates the capacity to access a range of resources and support personnel ◆ Volunteers skills and knowledge to enhance learning within the school community as well as professional team ◆ Accesses appropriate policy documents for professional purposes
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
Element 7: Teachers are actively engaged members of their profession				
7.1 Communicating with parents and caregivers				<ul style="list-style-type: none"> ◆ Demonstrates the capacity to communicate effectively with parents and caregivers ◆ Demonstrates empathy and understanding when interacting with parents and caregivers ◆ Recognises the importance of maintaining links between school and home ◆ Fosters opportunities for parent and caregivers to be involved in their child's learning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
7.2 Contributing to the school and wider community				<ul style="list-style-type: none"> ◆ Works effectively with a range of personnel to enhance student learning (e.g. school counsellors, external professionals, teachers aides, or community-based networks) ◆ Actively participates in extra-curricular activities
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
7.3 Professional ethics and conduct				<ul style="list-style-type: none"> ◆ Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights ◆ Presents a professional image in all communication and interactions with members of the school and local community
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	

School and classroom context (Brief outline of the school, the community and the program(s) in which the pre-service was engaged during this placement).

Professional Knowledge

Professional Practice

Professional Commitment

Overall comment

Supervisor/Mentor's signature:

Date:

Pre-service teacher's comment

Pre-service teacher's signature:

Date:



School: _____

Pre-service teacher's name	Class/ Group	Associate teacher / Mentor	Dates (inclusive)	
			/ /2010	/ /2010

The timesheet should be initialled **by the pre-service teacher** and times shown on arrival and departure each day. Any leave days should be noted accordingly, i.e. Public Holiday, Sick, etc. The information entered here is an auditing requirement in connection with payment of claims.

DATE	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Week beginning	Initials	Arrived	Depart	Initials	Arrived	Depart	Initials	Arrived	Depart	Initials	Arrived	Depart	Initials	Arrived	Depart
/ /2010															
/ /2010															
/ /2010															
/ /2010															
/ /2010															
/ /2010															

Principal / Authorised Supervisor's comments as thought appropriate:

Principal / Authorised Supervisor's Signature:

(required to meet auditing regulations)

To be forwarded to:

**Professional Experience Office
Murray School of Education
Charles Sturt University
PO Box 789
ALBURY NSW 2640**